Top 10 Things to Consider
Before Taking RICA

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1. Don't waste your time.

Bubbles	Written				
70 Questions	Domain One	Domain Four	Domain Two	Domain Three	Case Study
-10 Questions	Assessment/Planning ~FLU~	Writing/Speaking/ESL ~VOCAB~	Decoding	Comprehension	Everything
(Only 60 Count!)	50 Words	50 Words	150 Words	150 Words	300 Words
60 Points	6 Points	6 Points	12 Points	12 Points	24 Points

OUTLINE

3. Manage the test. Don't let the test manage you.

Table Two: Time Management Matters

70 Questions	Domain One	Domain Four	Domain Two	Domain Three	Case Study
60 Points	6 Points	6 Points	12 Points	12 Points	24 Points
Last	Fifth	Fourth	Third	Second	First
Gimmies 1:15	Outline 5 min.	Outline 5 min.	Outline 10 min.	Outline 10 min.	Outline 15 min.
Guess Away! 15 min.	Fill in 10 min.	Fill in 10 min.	Fill in 20 min.	Fill in 20 min.	Fill in 45 min.
1:30	:15	:15	:30	:30	1:00

4. Survey and Outline the Essays

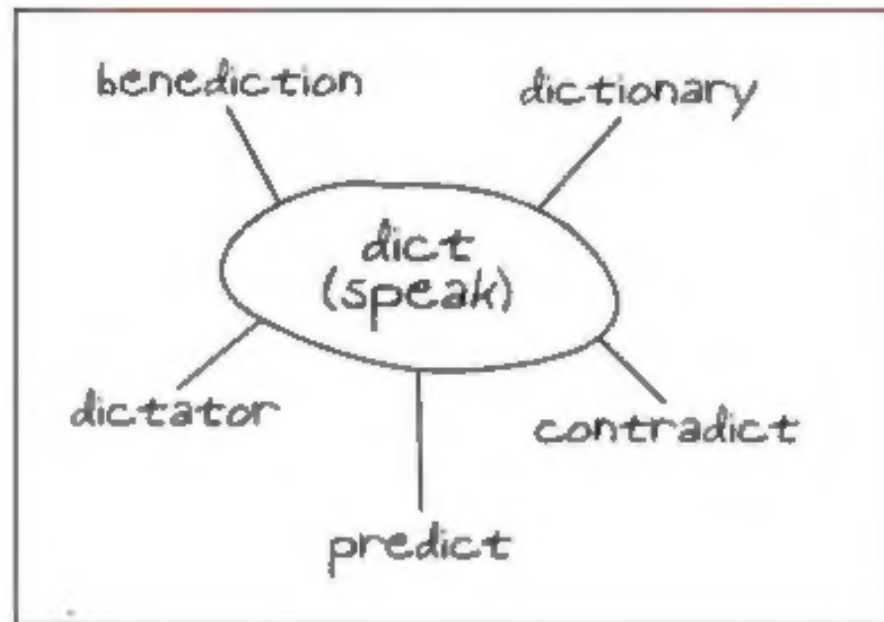| SA 1: Fluency Activity	SA 2: Vocabulary Activity	Lesson 1: Decoding/ Encoding	Lesson 2: Comprehension	Case Study
Purpose of the Activity	Purpose of the Activity	Identify the Need	Identify the Need	Strength 1
How it Works	How it Works	Lesson Plan: Model, Guided, Independent	Lesson Plan: Model, Guided, Independent	Strength 2
Benefit: Why it Works	Benefit: Why it Works	Benefit: Why it Works	Benefit: Why it Works	Need 1 Need 2
				Need 1 Lesson + Benefit
				Need 2 Lesson + Benefit

Examples (handwritten annotation)

5. Do the Multiple Choice Strategically

- Find the easy ones first (First Pass)

- Do the 50/50s (Second Pass)

- Skip the time wasters (questions that are too hard, have two right answers, or are simply too long).

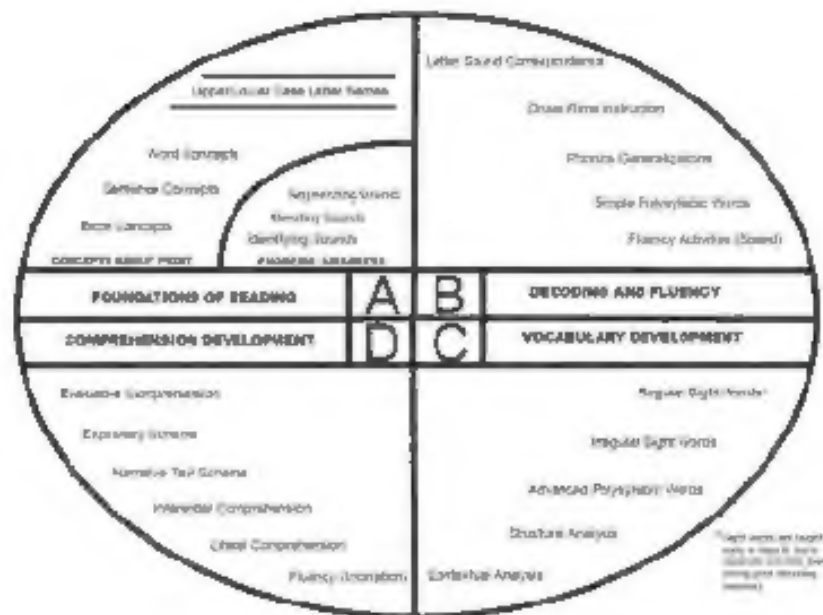- Do not be afraid to guess – be sure to fill in everything.

6. Use the Test Against Itself

41. A middle school teacher writes the morpheme *dict* on the board, pronounces it, and explains that *dict* derives from the Latin word for "speak." The teacher then asks students if they can think of English words that start with or include *dict*. The teacher uses the students' suggestions to create the diagram shown below.

Use this for a lesson plan in the essays if it works!

7. Memorize the Model

✓ Letter Sound Correspondence
  ✓ Onsets and Rimes
  ✓ Blends and Digraphs
  Phonics Rules
  ✗ Polysyllabic Words
  ✗ Sight Word Recognition
  FLUENCY 3RD
Inflections, Derivations, Roots
Homophones, Homographs, Homonyms
Literal Comp: Factual
Inferential: Prediction / Conclusion
Evaluative: Judgement / Fact / Opinion

8. Systematic Instruction tends to Win

RICA favors:

- **Part to whole instruction**

- **Teacher directed instruction**

- **Systematic instruction (e.g., CVC, CVCe, etc.)**

Find/Write answers that follow these patterns, as they are probably right.

Handwritten annotations:

LESSONS / mice

1. show word cards
   [C] [I] [-AP] [e]

2. Teach Rule

3. MAKE WORDS
   CAP / CAPE

4. READ together

5. I used my cap w/ my cape

OR ~ Another set
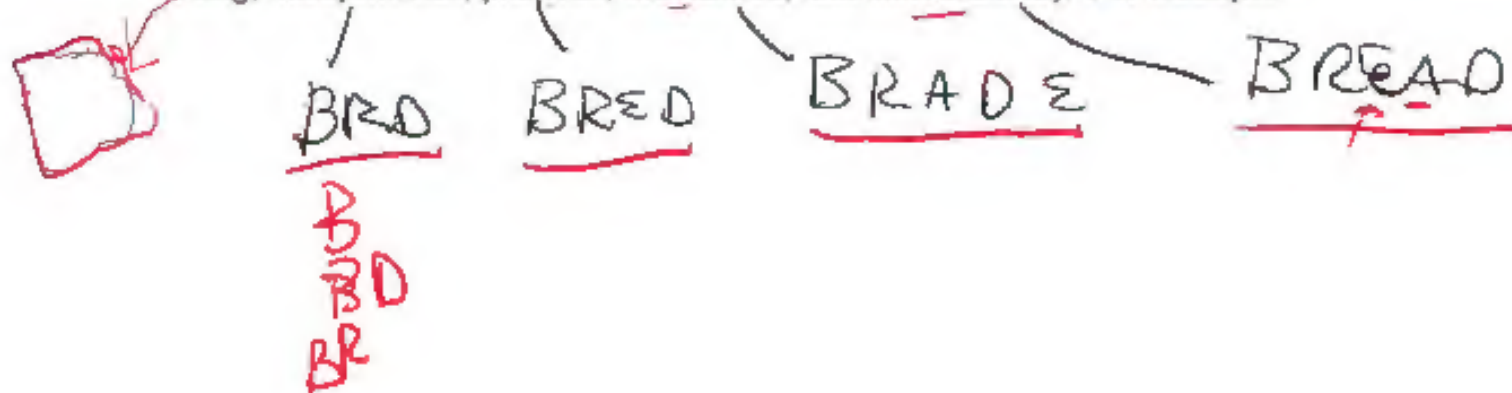
9. Spelling Stages and Other Terms

- **Review the RICA Domains and Content Areas:**
  https://www.ctcexams.nesinc.com/content/docs/RC_content_specs.pdf

(3) Recognize that decoding and encoding are reciprocal skills and demonstrate knowledge of the interrelationships between phonics development and stages of spelling development (i.e., precommunicative writing, semiphonetic, phonetic, transitional, and conventional). For example:

BRD   BRED   BRADE   BREAD

B
BD
BR

10. Review the Case Studies & Multiple-Choice Items

- **Case Studies:**
  https://www.youtube.com/playlist?list=PLqtE95Op5U021f4sfABXQpi26ZNuWuAqH

- **Multiple Choice**

- https://www.youtube.com/playlist?list=PLqtE95Op5U03B3etj5iih1xl3XsakvXCm

- https://www.youtube.com/chrisboosalis